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ABSTRACT

The development of strong guidance programs that assure a fuller development of the talents of gifted disadvantaged children and youth is held to be one of the best investments America can make at this point in time. Several strategies for instituting solid programs of guidance and counseling services reflecting goals such as remediation, prevention, and counselee - centered promotion are described. The importance for teachers, counselors, and students to set attitudinal and aspirational goals that take into account the affective life of the child is stressed. Parental participation in the education of their children, be they disadvantaged or advantaged, is considered to be an essential element in any school program from both an empirical and theoretical framework. Various existing enrichment programs for gifted and talented disadvantaged students, along with resources such as a list of materials providing financial assistance information, are presented. (AM)

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Gwendolyn Cooke is Program Coordinator for Morgan State's University Without Walls, an innovative program of non-traditional study supported by the Ford Foundation at 30 institutions. Dr. Cooke is an expert on gifted adolescents and has taught English to gifted high school youngsters. She was one of the U. S. representatives to the Grenoble (France) Conference of Universities With Walls, an international planning conference to coordinate global expansion of centers.

Dr. Cooke notes that one of the best investments America can make at this point in time is the development of strong guidance programs to assure a fuller development of the talents of gifted disadvantaged children and youth. This is true. The road a bright but needy infant must travel from the cradle to a freshman college classroom is fraught with peril. Most never make the entire journey and this is a great loss for both the individual and the nation. The new breed of guidance counselors working in tandem with strong teachers are changing this situation to some extent. Hopefully, the future will bring even more change.

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GUIDANCE SERVICES FOR GIFTED DISADVANTAGED CHILDREN AND YOUTH

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Early identification of the gifted disadvantaged and appraisal of the seeming range (intellectual, talented and creative socially gifted) and quality of their giftedness is of importance to the individual and our nation. The individual benefits because he is afforded an opportunity to develop his personal talents to the utmost. The nation benefits because the individual freely contributes to its progress. Thomas Jefferson expounded these principles in Colonial America and they have been central to efforts at talent development ever since.

With the early identification of the gifted disadvantaged comes the obligation of instituting both comprehensive academic and guidance programs. Elsewhere Baldwin (1973) has outlined appropriate instructional techniques to be utilized in academic programs for gifted disadvantaged learners. This paper focuses on several strategies and resources for instituting solid programs of guidance and counseling services.

The importance of a dynamic guidance program operating in schools serving needy children cannot be overemphasized. Talented children in schools with such programs are identified early, urged to set goals, afforded effective testing, sent to summer enrichment programs, afforded access to gifted resource people in the community and sent off to college under the new federal programs designed to comb the population for talent and develop it. One of the better investments a school system can make in these times is the strengthening of its guidance program around the central theme of talent development. The investment returns are doubled when the thrust is directed toward needy children. Most youth (87%) in affluent families ($15,000 and over) go to college, for example, regardless of talent. But poor bright children need assistance to develop properly and to line up the wherewithal to gain access. They are six times less apt to do so than affluent youth. Further, many must settle for less demanding schools because of lack of money and lack of expert assistance at getting scholarship aid. Twice as many black as white A students, for example, must enroll in community colleges.

Again, a solid guidance program with excellent strategies for developing the talents of *all* of the children is one of the best resources the American society can support at this point in time. Hopefully, *every* school will be afforded such in the very near future.

STRATEGIES FOR GUIDANCE

There needs to be a strategy for achieving the goals or objectives which one establishes for a guidance program for gifted children. Along this line Stewart and Warnath (1965) describe three such strategies which have relevance to the attainment of these goals. They identify remedial, preventive and promotional strategies.

The general thrust in the remedial strategy is to apply a solution to a problem or weakness *after* it has been identified. The preventive strategy offers services or assistance prior to the actual onset of some behavior with the general notion that in doing so undesirable behavior will be avoided. The promotional strategy is one which promotes those skills, attitudes and habits necessary for development of self reliance.

Each of the above strategies has merit and throughout a student's formal education, gifted and otherwise, one or the other will occur more frequently. They also overlap and cannot be neatly separated as might be implied. Nevertheless, this paper does favor one of the strategies: the promotional strategy which provides opportunities for the examination of self and the world and the development of those skills and attitudes and habits which best fit children to succeed in life. Specifically for gifted children, a promotional strategy enables these children to recognize their talents early and to work daily to develop them fully.

THE PROMOTIONAL STRATEGY

Gowan and Bruch (1971) enumerate three counseling factors which they feel should be considered when working with the disadvantaged gifted: 1) the counselor's relationship to the counselee, and how he is seen by the counselee; 2) the counselor's background in understanding the general problems faced by the disadvantaged, and 3) three problem areas (raising aspiration, remediation in skill development and alleviation of value conflicts between the dominant and subculture). What follows is the author's delineation of how these counseling factors, utilizing the promotional strategy, can be implemented as the counselor goes about performing certain tasks: goal setting; working with parents; programming for summer enrichment; assisting students to select a college; and arranging for scholarships and other financial support.

To effectively implement the promotional strategy (counselee-centered), the guidance program must be quasi-voluntary from K - 12. Initially, counselors and teachers would schedule a series of group sessions where a creative program of "orientation counseling" would be outlined to students. At the sessions for example, the guidance counselor would define his role. He would indicate what students could and could not expect of him and describe the atmosphere that characterizes a helping relationship. Role playing demonstrations could be presented to students with students immediate reaction to the counseling relationship. After such sessions, literature highlighting services available could be disseminated. Counseling programs utilizing this approach report that student use of counseling services is equivalent to that of programs which schedule routine student conferences (Boy and Fine, 1968).

SETTING GOALS

Rogers (1951) and Maslow (1954) have pointed out that people are always motivated; in fact, they are never unmotivated. Although they may not be motivated to do what others would like them to do, it can never truly be said they are unmotivated.

The natural drive of motivation can be observed in young children-pre-schoolers and primary grade boys and girls. There is a spontaneous urge to discover, to explore, to know, to question, to ferret out, to find out about things. Their language is characterized by such expressions as "let me try it," "let me taste," etc. The world around them and the people in that world are their subject matter, and they learn about it in their own enthusiastic way. They are aware of their limited knowledge and experience and are hungry to taste the unknown. However, as children move through school, especially disadvantaged childen, as they move toward adolescence, adults tend to assume more and more responsibility for determining what is to be learned, how it will be learned and why it will be learned (Boy and Pine, p. 128).

In an attempt to alleviate the above mentioned practice, teachers, counselors, and students should set mutual attitudinal and aspirational goals taking into account the affective life of the child which is an essential part of his self-hood. If mutual goal setting begins at age 5 when the child enters kindergarten, it is highly improbable that at age 13, 14, or 15 the adolescent's self-concept/image will be one of inadequacy, failure and/or incompetence which is too often the case with gifted disadvantaged adolescents today.

Granted, it is not an easy task to get students who are conditioned to disappointment to set goals, be they attitudinal or aspirational. Therefore, it is imperative that the climate the counselor creates when he is with the counselee is one which makes it possible for the counselee and himself to grow and change. For each to be himself (Rogers, 1969). This approach leads to trust which leads to openness which leads ultimately to goal setting: both attitudinal and aspirational. It is also crucial that the counselor does *not* compare the behavior of the disadvantaged to other groups in terms of the behavior being deviant or normal-healthy or unhealthy (Harper, 1973). It has been emphasized that positive psychological health is not based on whether a person acts like the typical behavior of society; but rather whether a person is satisfactorily meeting his needs and developing his potential (Maslow, 1954). The implication here for the guidance counselor is that he should not attempt to make a middle class carbon copy out of the disadvantaged counselee. Instead he should help the counselee satisfy his basic needs for physiological maintenance, safety, love, esteem and self-actualization. The "middle classizing" process will proceed apace.

The background understanding of the general problems faced by the disadvantaged as stressed by Gowan and Bruch *(Ibid.)* becomes essential when the guidance counselor relates to the counselee in the above described counseling approach. One means of acquiring this understanding is for the counselor to crystallize the external and internal worlds

of the counselee's life; in other words, to crystallize or interrelate the social sciences that surround the behavior of the counselee (Wrenn, 1962; Harper, 1973, p. 114).

WORKING WITH PARENTS

The rationale supporting parental participation in the education of their children (advantaged and disadvantaged) has both empirical and theoretical support. Moreover, according to McQueen (1973) parent guidance is one of ten trends in guidance and counseling for which the guidance counselor of the 70's is opting. A review of the literature in this area also supports McQueen's observation. Yet, one important question which too often goes unasked concerning parent participation is "What are the priorities to consider when making parental participation decisions?" Keeping in mind that parents have time and energy limitations, three general forms of parental participation in early childhood education as suggested by Bauch, Vietze and Morris (1973), which can be generalized as operational from kindergarten through senior high school, follow:

1) Parental participation aimed exclusively at assisting parents in their roles as educational facilitators for their child.
2) Parental participation and mutual benefit to parents and the [school] program.
3) Parental participation in support of the [school] program.

To equip parents to function as facilitators of learning for their children from kindergarten through senior high school, counselors and teachers can design and implement workshops for parents on principles of child growth and development, ways to enhance creativity, language development, parent-child interaction patterns (authoritarian pattern, chaotic pattern, compromising pattern, etc. (Swick and Willis, 1973). In addition to designing and implementing workshops counselors and teachers can offer to take parents *with them* to meetings, workshops and courses that could further the parents' understanding of their gifted children's education and education in general. Counselors might also serve as catalysts for parents of gifted disadvantaged children to form groups to further develop their own understanding to a greater degree.

In addition to the works of E. Paul Torrance concerning the development of creative behavior, excellent resource books teachers and counselors may recommend that parents read follow:

Brumbaugh, F. N. and Roshco, B. *Your Gifted Child: A Guide for Parents.* New York: Holt, 1959.

Cutts, N. E. and Mosley, N. *Bright Children: A Guide for Parents.* New York: Putnam, 1953.

Strang, Ruth. *Helping Your Gifted Child.* New York: Dutton, 1960.

Benefitting themselves and at the same time serving as resources, parents can be trained to serve as substitutes or teachers aids. For those parents of disadvantaged students completing advanced degrees in education or law, for example, field experience credit could be granted for time spent in their child's classroom or in conjunction with their child's formal education.

On the pre-school and elementary levels, most parents are able to read stories, play games, help children with numbers and letters sounds, and so on. On the junior high and senior high level parents may assist with enrichment areas, for example, they could serve as tour guides for field trips to the state legislature, local court rooms, and art museums, lead group discussions on sex education, discrimination, getting a job, drug abuse or they might demonstrate some talent of their own.

By serving in the capacity described on the junior and senior high level above, the benefits derived by parents could be multiple. Potentially, parents are appraised of their child and their child's peers' attitudes towards topics discussed. Another generation's perspective has been known to stimulate concerned parents to delve deeper into the areas of concern and either re-think their positions or hold fast to their ideals. Moreover, parents' understanding of their child's association is enhanced.

Parents are a resource pool which can supplement the paid staff and school budget. School systems everywhere are short of needed finances to support educational programming. Not only are some disadvantaged children's parents willing to form car pools for transportation, but they are willing to sponsor fund raising ventures (during their off hours and on weekends) if they feel counselors and teachers are truly concerned about the education of their children. Were it not for such parental supplemental activities, the American culture would not be as enriched as it is by contribution made by its major minorities.

Other meaningful involvement of parents in the school program could include the following; identifying goals for the school; participating on evaluation committees; assisting teachers in the creation of materials (early childhood level); publishing a monthly or quarterly newsletter containing writings of children, parents and teachers.

Surely the identification of the three forms of parental participation will not ensure cooperation on the part of parents. Therefore, school administrators must be prepared, in some cases, to provide extra services; for example, arranging home visits,* scheduling meetings in a variety of convenient locations (churches, libraries, political halls, etc.); scheduling conferences and observations; providing baby sitting services; arranging transportation; enlisting the aid of other enthusiastic parents and demonstrating friendship and interest. Bulletins and handbooks prepared by parent groups and the counseling staff might also be used to supplement personal contact, and to give information to parents otherwise not contacted.

This writer strongly feels that parent involvement and education are essential elements in any school program. In fact, parent involvement is so important that it should be required whenever possible. The joint effort of school personnel and parents better ensures the extension, reinforcement and integration of all school programs. The most important benefit, however, is the strengthening of the disadvantaged child's self-image in knowing that his parents recognize his importance. This knowledge alone has been known to develop in children a more positive attitude toward the educational process.

SUMMER ENRICHMENT

The existing enrichment programs for gifted and talented disadvantaged students vary in offerings and procedures. The counselor will need to scan publications and keep in touch with appropriate agencies, organizations and colleges (Advanced Placement Programs and Early Admissions Plans) in order to keep informed. New programs open continually and it is difficult to recommend appropriate ones because of the diverse needs of gifted disadvantaged students. Nevertheless, an abbreviated list of the best sources from which to acquire information follow:

1) Regional Associations
   a. The Superior and Talented Research Project
      North Central Association of Colleges and Secondary Schools
      5454 South Shore Drive
      Chicago, Illinois 60615
   b. The Southern Regional Project for the Education of the Gifted
      The Southern Regional Education Board
      130 Sixth Street, N.W.
      Atlanta, Georgia 30313
   c. The Regional Commission on Education Coordination-Learning and Research Development Center
      University of Pittsburgh
      5th and Bigelow Streets
      Pittsburgh, Pennsylvania 15313
   d. National Science Foundation
      Office of Assistant Director for Administration
      Washington, D.C.
      (The Foundation publishes *The Directory:* Science Training for High Ability Secondary Students. *The Directory* is revised periodically).
2) Some states have mounted programs of their own. A call to your state or local superintendent's office or your local state education association director prove quite beneficial.
3) Publications
   a) News of the Week (Education page) *New York Times*, Sunday edition
   b) Gifted Child Quarterly
   c) Exceptional Children
   d) The Association for the Gifted Newsletter

Too often counselors and teachers overlook potentially enriching experiences for the gifted disadvantaged that they and their counselee have at their finger tips: a community resource file. The time it would take to complete such a file in no way compares to its potential usefulness. A systematic effort should be made to locate specialists in the community who are willing to help students interested in their particular field. Pertinent information is recorded on cards which are then filed under the field of interest. Such a file is useful during the regular year if specialists are agreeable. A specialist could visit classes and describe his work or groups of students could visit his place of business. Many schools are utilizing In and Out School Days to enable children and youth to do this sort of thing. Also, students could be assigned as part-time assistants to a specialist(s). Likewise, students could engage in tutorial experiences with community staffers servicing children and illiterate adults, etc..

Five programs which have been acclaimed widely because of their success with disadvantaged students who have been identified as gifted, talented or having the potential for academic/and or creative excellence follow. Counselors and teachers might wish to contact projects for additional information.

1) Project ABC: A Better Chance
   This project has been in existence since 1963. The program seeks to recruit students, who though they may be handicapped by poor schooling and limited opportunity, have shown scholastic potential and motivation. Students participating in the summer enrichment program do not return to their local high schools in the fall, but rather to preparatory schools and scholarships. Seventy five percent of ABC alumni have graduated from preparatory schools and gone on to the most selective colleges (Magat, 1973; Wessman, 1972).
2) Georgia's Governor's Honors Program
   For eight weeks during the summer for the past ten years this program has enabled some 400 students possessing intellectual or artistic ability to pursue an idea centered curriculum. Instruction may take the form of classroom lectures or discussions, independent study, teacher student conferences, small group discussions, laboratory experiences or playing an original game designed by a student (Hogan, 1973).
3) The Trio Programs
   (Since one of the trio programs is designed to assist students enrolled in post secondary institutions, it will not be described here.)
   The U.S. Office of Education Trio Program, Talent Search, Upward Bound, and Special Services for Disadvantaged Students, are separate entities working together to equalize opportunities for post secondary education for low income students.
   Authorized by Title IV of the Amended Higher Education Act of 1965, trio projects have been conducted in 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands during academic year 1972 of nearly $49 million in fiscal year 1972 funds.
   The services of Talent Search are available to students from seventh grade on. It is estimated that 125,000 individuals receive assistance in this academic year from 104 projects. Young people with academic potential are identified for this project and are urged to stay in school or re-enter school and go on to post secondary education.
   A total of $29.6 million funded 316 *Upward Bound* projects during the year, with an enrollment of more than 25,000 high schoolers. Typically, the youngster who is selected to participate in Upward Bound shows promise of ability, but has been turned off by the traditional values of the school system. The job of the program is to help the adolescent gain identity and to stimulate him to succeed within the system.
   Students are usually recruited to the program at the completion of the 10th or 11th grade and given intensive

preparation for entry into post secondary programs. Frequently, the preparation includes a *residential summer* on a college campus where students enroll in special classes and take part in a variety of cultural and social activities. Tutoring and counseling services in the following school year, coupled with special classes, help students gain and strengthen academic skills (Editor, *American Education*, 1973).

4) The Lincoln School

"A unique educational opportunity for exceptionally talented youngsters," the Lincoln school provides a program of academic excellence for disadvantaged gifted students and prepares them for educational opportunities beyond the high school level. Governed by a board established by the Legislature, it is operated by the University of Kentucky.

The curriculum offers freedom of scholastic development and progress. Individualization of instruction is the keystone of this non-graded school. Lincoln School students move through an unending sequence of study which has numerous variations of content.

In order to qualify for enrollment, the student must be nominated by school officials in his home district who certify his total eligibility. Final selections are made by a special committee appointed by the board.

5) Exploration Scholarship Program

For eight weeks gifted U.S. high school students accompany some of the nation's leading scientists on a worldwide expedition under a competitive scholarship program sponsored by the U.S. Office of Education, Educational Expeditions International of Belmont, Massachusetts, and the Explorer Club of New York City.

This past year's scholarships were awarded in the fields of archaeology, anthropology, ecology, marine biology and geology. Prominent scientists led expeditions to research sites in Africa, the Middle East, Europe, Asia, South and Central America and the United States (Smith, 1973).

SELECTING A COLLEGE

Even when the most optimistic conditions exist (financial assistance is available and parental support is evident), it should not be assumed a student will be *sent* to college. A young adult should go to college of his own volition, motivated by his personal goals or he should not go at all. Some over zealous teachers and counselors seem to feel that all gifted disadvantaged students should be advised to enroll in a higher education institution immediately upon graduation from high school. The writer is aware that in the not so distant past too many able minority students were advised not to continue their post secondary education and she is cognizant of the loss society has experienced as a result. Nevertheless, she also is aware that immediate collegiate enrollment can lead to devastating results and can point to her immediate family to illustrate.

The counseling process is not advice giving. Counseling emphasizes helping the student to "see for himself." If a student arrives at his own decision, he is more likely to take positive action to implement that decision. Talented youth usually rise to the confidence adults demonstrate in thinking. They reject paternalistic or maternalistic advice regardless of its merit (Schertzer, 1960).

As a "college counselor" it is essential that the guidance counselor

1) has a thorough understanding of a) the counselee's characteristics b) the intellective and nonintellective variables affecting success in college (Gowan and Burch, Ibid, pp. 63, 64);
2) accurate information concerning the advantages and disadvantages of enrolling full-time in an institution of higher education as opposed to seeking employment or continuing one's education on a part-time basis (Woodring, 1972);
3) knowledge about the results of studies relating to student success in various colleges (Bryan, 1963).

Since most counseling centers or school libraries have the standard college directories (*Lovejoy's College Guide*, the *College Blue Book*, *Private Independent Schools*, *American Universities and Colleges*, etc.), they will not be discussed; however, it is strongly suggested that these directories be supplemented with recent publications concerning external degree programs.

External degree programs are based on independent study and examination. For the gifted disadvantaged student who does not wish to or cannot afford to attend a traditional post secondary program on a full-time basis, an external degree program might prove to be a source of stimulation or an answer to acquiring a college degree in a more intellectually stimulating and satisfying way. A few of the most recently publicized programs include the Union for Experimenting Colleges and Universities' University Without Walls, the New York State Education Department's Regents External Degree Program, Thomas A. Edison College and Minnesota Metropolitan College (Fletcher, 1972; College Board Review, 1972).

A booklet, *Going Right On*, recently published by the College Examination Board is designed to help a large group of minority students decide if they want to continue their education. The booklet contains advice and general information about different types of colleges, financial aid, college admissions and achievement tests, and other requirements.

Going Right On was prepared with the help of students and paraprofessionals, concerned and knowledgeable about education, who come from black, brown, and first American communities (Smith, 1973).

Recommended strategies for helping the gifted disadvantaged student (who has sought counseling of his own volition) to arrive at his own decision concerning the selection of a college follow:

1) The administration of follow-up activities utilizing information gleaned from a battery of tests like those used by Project Talent to provide the *student* with an idea of his own ability, achievements and personal traits.
2) The institution of periodic sessions in decision making. A mini curriculum on rational decision making has recently been developed by the College Entrance Examination Board and a Palo Alto, California Counseling team called "Deciding." Field tested with 1,200 junior

and senior high school students, the curriculum aims at imparting the knowledge and developing the skills required for making wise judgments applicable to practical situations.

3) Conducting tours and visits to college campuses with follow-up group discussions and individual counseling sessions.

4) Scheduling workshops where invited college admissions officers and staff can address small and large groups about their specific institutions. Former graduates of the concerned school should also be invited to speak to these groups as well. Such workshops greatly enhance disseminated college information given students at some prior session, and help students arrive at decisions concerning their future.

ARRANGING FOR SCHOLARSHIPS

If a counseling center at a high school is organized on the differentiated role model where each counselor has a specific role to perform, for example, testing, community liaison or job and college placement, individual counseling for specific students, etc., the job of seeing that deserving students, disadvantaged gifted and otherwise, received scholarships and other financial assistance usually does not pose a problem. However, for the counselor whose responsibilities are carried out under the traditional bureaucratic model (counselors generally administer various testing programs, do individual counseling, deal with all teachers, etc.), arranging for scholarships might not be as effective as it could be (Fazzaro and Gillespie, 1973). It is to the latter counselor that this following section is addressed. For the differentiated role model counselor the information will probably be viewed as scant and elementary.

As a result of urban turmoil in the early sixties, financial assistance for minority students to continue their education increased tremendously. Federal and state governments, foundations, colleges and individuals, among others, in a somewhat concerted fashion opened their coffers and said here, "Give it a try." A selected list of materials which include most of those "Give it a try" donors follow. Hopefully, this list will prove valuable for the counselor of the gifted disadvantaged high school studen .

A Chance to Go to College: Directory of 800 Colleges that Have Special Help for Students From Minorities and Low Income Families (1971)

Publication Order Office
College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019 $3.00

College Bound: Directory of Special Programs and Financial Assistance for Black and Other Minority Group Students (1970)

Urban League of Westchester
White Plains, New York

Scholarships Available to Black Students, American Indian Students, Spanish Speaking Students (Revised periodically)

Free Library of Philadelphia
Reader Development Program
Philadelphia, Pa. Free

College Opportunities for Southern Negro Students, 1968 and 1969 Supplements

Scholarship Information Center
University of North Carolina
YMCA – YWCA
Chapel Hill, North Carolina 27514 $1.00

This publication is directed to high school seniors and those in a bachelor's program.

Student Aid Manual

Chronicle Guidance Publications Incorporated
Moravia, New York 13118

The scope of financial assistance covered extends from incoming freshman through post doctoral levels. The programs include prizes, essay awards, loans, scholarships and grants.

S. Norman Freingold, "Selected Bibliography of Sources for Scholarships," *Gifted Children,* August, 1969, 13: 211-13

Nicholas C. Proia and Vincent M. Caspari Barron, *Handbook of Junior Community College Financial Aid* (1970) Barron's Educational Series.

The National Merit Scholarship Program

The National Merit Scholarship Corporation
1580 Sherman Avenue
Evanston, Illinois

From 1965-1969 the National Merit Scholarship Corporation has administered the National Achievement Scholarship program for gifted black high school graduates. Other organizations make contributions to the Corporation *earmarked* for special groups of students so it should not be overlooked when considering scholarships for gifted disadvantaged students.

Business firms, unions, professional societies and trade organizations are frequent sponsors of scholarships, grants or loans for residents of their geographic area, or children of their members. A simple question like "Is your mother an Eastern Star or is your father a member of the Masons or Kappa Alpha Psi fraternity" might result in a student being apprised of a scholarship source that he didn't know was among his options. Another central information source of available scholarships is the local Chamber of Commerce office.

Counselors sometimes forget that local congressmen and state senators are excellent sources of information about federal aid programs. Write to them at their local office or at their Washington office.

Not listed above are three standard sources enumerating scholarships for college bound students: Freingold's *Scholarships, Fellowships and Loans,* Lovejoy's *Love-Jones College Scholarship Guide* and Potter's *Fellowships in the Arts and Sciences* (Generally speaking the above are invaluable materials and should be available in every high school library and counseling center.). After a careful review of these, I concluded that the "traditional" counselor's time

could be best spent by reading specific slanted materials as he assists gifted disadvantaged high school students. So that the prudent counselor does not conclude that I have unfairly categorized these sources, below is a summary of my findings of Freingold's 5th volume, 1972 edition of *Scholarships, Fellowships and Loans,* as it relates to scholarships for disadvantaged students.

Scholarships listed are generally awarded on the basis of middle class criteria (strong academic record, SATs scores, good character, etc.). Most awards listings for ethnic students (which includes most minorities) are those already in college or those wishing to pursue graduate study. If those having specific *state* resident requirements are included in the above, only a handful of possible financial sources for black high school students remain.

1. Catholic Scholarship for Negroes, Inc.
   254 Union Street
   Springfield, Massachusetts 01105
   Attention: Mrs. Roger L. Putman

   Frequently students receive assistance through both undergraduate and graduate study. To date, all grants have been renewed. Applicants are received from all sections of the United States. The fund does not confine aid exclusively to Catholic students. Recipients do not have to attend Catholic colleges; they may study at institutions which they feel will give them the education they seek.

2. National Scholarship Service and Fund for Negro Students
   1776 Broadway
   New York, New York 10019

   High school juniors and seniors may apply. Each award has a value of $1,500 paid directly to the school in which the recipient enrolls in three annual installments of $500 each.

3. Herbert Lehman Education Fund
   Suite 2030
   10 Columbus Circle
   New York, New York 10019

   Established in 1964 to provide financial aid to students to enter recently desegregated and publicly supported colleges and universities in the Deep South.

4. Omega Psi Phi Fraternity
   2714 Georgia Avenue, N.W.
   Washington, D.C. 20001
   Attention: Scholarship Chairman

   High school students entering college for the first time may apply. Amounts of awards vary depending on the state.

FEDERAL FINANCIAL SUPPORT

At all levels beyond high school the federal government provides financial assistance. Funds may be awarded directly to the individual or given to the institutions which in turn select the individual recipient. The four most encompassing programs are 1) National Defense Student Loans 2) Educational Opportunity Grants 3) College Work-Study Programs and 4) Guaranteed Student Loans. A review of the college catalog the student wishes to enroll in or a review of the following publications should provide the counselor and the student with answers to questions concerning financial assistance.

Federal and State Student Aid Programs
(June 11, 1970, price 40 cents 42-222)

A Guide to Student Assistance,
U.S. House of Representatives,
Committee on Education and Labor
(1970, price 60 cents, 38-5820)

Catalogue of Federal Domestic Assistance
(Updated periodically, price $7.25)

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Loans

Most Americans of minority status and their children dread becoming financially obligated to lending institutions because of illegal practices against them which precipitate from their racial, educational, or economic status. For example, a $500.00 loan for a poor person could lead to 10 years of indebtedness. Therefore, it is incumbent upon the counselor to point out to the gifted disadvantaged student and his parents that the federal and state loan programs are *restricted* to certain interest rates and that to become indebted to these is not synonymous to becoming indebted to independent lending agencies. Information about the latter loans is obtainable through the financial aid office of the school, college or university the candidate plans to attend.

CONCLUSION

If the potentials of disadvantaged gifted and talented youngsters are to be developed so that self-actualization is possible, the guidance counselor as well as the teacher must apply the resources of the field in an insightful way. As can be seen by the descriptions of programs in progress, such an application is being made in many places much to the benefit of the nation. Much remains to be done. Hopefully, the future will be one of continued progress in this area.

FOOTNOTES

*George Witt found this strategy especially beneficial while working with parents of gifted disadvantaged children. ("A Family Enrichment Educational Strategy for the Inner City," New Haven: LEAP, 55 Audubon Street, 1969 (mimeo).

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